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ABSTRACT

Recommendations concerning faculty recruitment, screening, selection, orientation, and development are presented as developed by the New Faculty Subcommittee of Miami-Dade Community College. The recommendations include the following: (1) the college should establish and fund the position of Recruitment Coordinator, adopt an organized recruitment procedure conforming to a collegewide calendar, and establish a specific recruitment budget; (2) the college should explore the fiscal and legal impact of incentives to attract new faculty, continue efforts to offer competitive salaries and fringe benefits, and provide budgetary support for the appointment of at least 20% of new faculty at an advanced academic rank; (3) screening for each full-time faculty vacancy should be conducted by a committee which includes faculty representation; (4) interviews with faculty candidates should incorporate principles of behaviorally oriented interviewing, and interviewers must be trained to gather position-related information and generate accurate evaluations; (5) a realistic job review, separate from the screening committee interview, should be given to interviewees; (6) all new full-time faculty should participate in a formal orientation program; (7) the New Faculty Orientation Committee should assume responsibility for planning, conducting, evaluating, and modifying the new faculty orientation program, which should consist of an annual pre-service orientation, monthly campus meetings, a mentor program, and opportunities to participate in additional staff development activities; and (8) a Teaching/Learning Resource Center should have resources and materials relevant to the orientation of new faculty and their continuing development. Materials in support of the recommendations are attached. (JMC)

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RECOMMENDATIONS CONCERNING NEW FACULTY

(Adopted by the President's Council on May 16, 1989. Includes the final report of the New Faculty Subcommittee of the Teaching/Learning Project)

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RECOMMENDATIONS - FACULTY RECRUITMENT

Introduction

Miami-Dade Community College, in addition to experiencing the normal faculty turnover faced by colleges and universities, is entering a period of enrollment growth as well as anticipating a significant number of retirements during the next decade. This presents the challenge of recruiting a significant number of faculty whose skills, ability, motivation and philosophy match the mission and goals of the College. With fewer people choosing education as a profession, those people who do so will be in constant demand. Adding to this challenge is a commitment to a fifty percent minority hiring guideline. This initiative underscores the need for effective, efficient, and goal oriented recruitment activities. These circumstances will make faculty recruitment a critical concern over the next five to ten years.

RATIONALE 1:

Survey data, collected from faculty and professional staff with experience in the recruitment and selection process, have led the New Faculty Subcommittee to conclude that there is a lack of uniformity in the application of the College's current recruitment procedures. For example, the extent of advertising and recruitment activities varies from campus to campus, department to department and position to position. The lack of uniformity can be attributed to several factors:

1. The absence of deadlines by which vacancies must be identified and announced. Late position announcements prevent the establishment of adequate time frames to recruit and screen qualified applicants, especially minorities;

2. The "part-time" nature of recruitment activities;

3. The inadequacy of the established budget to meet present and future recruitment needs.

If the College wants to maintain a competitive edge in the educational marketplace, it must place greater emphasis on faculty recruitment. It must take an active role in the development of College applicant pools, which must include minorities. To that end, it should standardize recruitment activities and provide the necessary fiscal and human resources to achieve recruitment goals.

RECOMMENDATION 1a: Establish and fund the position of Recruitment Coordinator within the department of Human Resources with adequate clerical support.

RECOMMENDATION 1b: Adopt an organized recruitment procedure conforming to a Collegewide calendar.

RECOMMENDATION 1c: Establish a specific recruitment budget which adequately provides for:

a. Advertising;
b. Recruiter travel;
c. Candidate travel;
d. Production of print and media materials which reflect the College's mission, goals, and values.
e. Audio-visual equipment.

The budget would require justification on an annual basis and would reflect a Collegewide recruitment plan.

RATIONALE 2:

Because the College must compete for new faculty with other educational institutions as well as with business and industry, and because the College must overcome a frequently held negative image of the South Florida area, new strategies should be explored to enhance the posture of the College as a progressive employer in the local and national job market.

RECOMMENDATION 2a: Explore the fiscal and legal impact of incentives designed to attract new faculty, such as . . .

a. Providing housing and mortgage information to relocating faculty who must purchase or rent housing in the area;
b. Providing assistance to spouses of relocating faculty in finding employment in the area;
c. Assisting new faculty in managing moving expenses;
d. Establishing child care facilities for all faculty;
e. Providing tuition reimbursement to faculty for formal study;
f. Establishing internships for graduate students and new graduates in cooperation with university programs.

RECOMMENDATION 2b: Continue efforts to offer competitive salaries and fringe benefits in a geographical area that has an above average cost of living.

RECOMMENDATION 2c: Provide budgetary support for the appointment of at least twenty percent of new faculty at an advanced academic rank (associate professor or higher) so those with distinguished credentials and experience will be attracted to college employment.

RECOMMENDATIONS - FACULTY SCREENING AND SELECTION

Introduction

Faculty are one of an institution's most important resources. During the College's next five to ten years, committee members and administrators will be investing valuable time and resources in screening and selecting faculty who they believe will be successful at Miami-Dade Community College.

Survey results indicate that faculty recently serving on screening committees at Miami-Dade have had experiences and reactions which reflect a lack of uniformity in the process. Instructions from administrators, orientation and training for the screening committee function, and satisfaction with the outcome of the process were areas identified as needing improvement.

The recommendations concerning screening and selection of new faculty, although individually presented here for emphasis and clarity, may be incorporated into one College procedure (see recommendation #6). The following definitions are offered to explain their use in this document.

Screening - The systematic assessment or evaluation of candidates according to established criteria by a committee or an individual to determine the most qualified finalists for consideration by the hiring administrator. May include resume evaluation, interviewing, reference verification and documentation.

Selection - The systematic evaluation of candidates recommended by a screening committee and the subsequent decision regarding appointment.

RATIONALE 3:

Current screening and selection processes for new faculty vary from department to department and campus to campus. This may be due to several factors. Current College procedure concerning recruitment, screening and selection of instructional personnel does not address the screening and selection processes, other than the need for interviewer documentation. The Governance Constitution of the Faculty Senates (Policy I-80) provides guidelines for appointment of Collegewide and campuswide committees. However, it does not address new faculty screening committees. Since faculty are well acquainted with their professional role and are prospective colleagues of potential appointees, they are essential to the screening process.

RECOMMENDATION 3: Screening for each full-time faculty vacancy shall be conducted by a committee which includes faculty representation, and this provision should become part of the College's procedure on recruitment and selection (procedure 2100).

RATIONALE 4:

Good hiring decisions are based on more than intuition and must be free of unlawful discrimination. Screening and selecting the right candidate for a faculty position means matching educational preparation, knowledge, skills, values, and personal characteristics to position requirements. Screening and selection processes designed to ascertain a candidate's ability and motivation to perform in a specific role vary in complexity, duration, cost, and adaptability.

Business, industry, and educational institutions are moving to adopt behaviorally oriented screening and selection processes that improve the predictability of performance and result in lower turnover, higher productivity, and a more satisfied work force. Successful interviews which predict performance go beyond questions regarding credentials and educational philosophy. The successful interview evokes applicant responses to structured questions which describe past behavior - a predictor of future behavior.

RECOMMENDATION 4a: Faculty candidate interviews, as well as other screening and selection strategies, should incorporate principles of behaviorally oriented interviewing. These principles are reflected in interviews that are:

- based on an analysis of requisite position responsibilities, skills, and work orientation, including a consideration of College values and the definition of faculty excellence;
- consistent, and designed and administered in a structured and systematic fashion;
- focused on position-relevant knowledge, abilities, values, attitudes, and behaviors;
- characterized by effective interviewing skills, including observing, rapport building, questioning, and documenting.

RECOMMENDATION 4b: Interviewers, including administrators and screening committee members, must be trained to gather position-related information and generate, accurate evaluations. This training includes resume evaluation, reference verification, questioning, observing, and documenting. This training shall be coordinated by Human Resources, offered in collaboration with staff and program development on each campus, and have available supporting resources.

RATIONALE 5:

Selection is a mutual process. The candidate is selecting the College as well as the College selecting the candidate. A full understanding of job expectations and conditions of employment is necessary for the candidate to make an informed decision. Questions concerning assignment of academic rank, opportunities for development, evaluation, and rewards, if not clearly addressed before employment, may become cause for discontent later on.

RECOMMENDATION 5: A realistic job review, separate from the screening committee interview, should be given to interviewees by the appropriate administrator in conjunction with Human Resources in an effort to match candidates with the College's policies and expectations. Included should be:

- an accurate description of the position and the teaching/learning environment;
- the College's expectations for orientation, development, and performance;
- the criteria used for initial assignment of academic rank;
- the College's plan for faculty advancement and evaluation.

RATIONALE 6:

In order to maintain Collegewide consistency in screening and selection, it is essential that systematic processes be clearly outlined.

RECOMMENDATION 6: College Procedure 2100 shall be modified by adding new language:

II. C.3. Screening for all full time instructional vacancies must be conducted by a duly constituted and trained screening committee.

a. Selection of screening committees will conform to the principles established in Article IV, Committee Membership, of the Faculty Senate Governance Constitution (I-80).

b. The responsible administrator must provide clear, concise instructions and the following information to the screening committee:

1) A review of the charge and the selection of a chair

2) An adequate time frame for completion of the charge

3) A summary of recruitment procedures used to create an adequate applicant pool

4) A review of the department's current employee profile and the emphasis on the hiring of qualified minorities

5) A review of the minimum requirements as stated in the job description

6) Indications for telephone and personal interviews

7) The desired number of candidates to be recommended and how they should be presented to the appropriate administrator

c. The Human Resources Department, in collaboration with Staff and Program Development will provide the screening committee with the following:

1) EA/EO guidelines

2) Training resources which focus on

- legally defensible interviewing
- the formulation of a position analysis
- the formulation of questions and other strategies which elicit information about knowledge, skills, values, and personal characteristics for the position
- resume evaluation
- reference verification

3) Guidelines for documentation and paper flow

d. Members of the committee are responsible for

1) Reviewing applicant pools for ethnic diversity

2) Adhering to EA/EO guidelines

3) Evaluating applications and resumes to identify qualified applicants for interview

4) Interviewing candidates

5) Documenting screening committee activities/decisions

6) Recommending qualified candidates to the appropriate administrator

4. The administrator, when evaluating candidates for final recommendation, is responsible for

a. Reviewing applicant pools for ethnic diversity and assuring that it is attained

b. Adhering to EA/EO guidelines

c. Interviewing all candidates recommended by the screening committee

d. In conjunction with Human Resources, providing a realistic job preview and conditions of employment to the selected candidate before the appointment recommendation is made

e. Informing the screening committee members of the outcome of the selection process

f. Providing a summary statement regarding the screening and selection process to the campus vice president which includes data about the applicant pool and its characteristics

Current II. C.3. in Procedure 2100 will become II. C.5.

RECOMMENDATIONS - NEW FACULTY ORIENTATION AND DEVELOPMENT

Introduction

Prior to August 1988, new faculty at the College were not assured an orientation that introduced them to the College, its history, values, goals, leaders, and students. Nor were faculty assured an orientation to individual campuses because of limitations of time, lack of resource people, and the new faculty member's impending schedule. Orientation was commonly provided within the department, and by necessity, focused on facts and information new faculty needed to become immediately functional.

A survey of new faculty (those hired during the previous three years) conducted during the fall 1987 term by the New Faculty Subcommittee determined that seventy-two percent of those responding recommended that the College provide a planned orientation program. The most frequent

response to the question, "What additional support was needed during the first year of employment?" was "a faculty orientation."

A faculty orientation program, planned and conducted by the New Faculty Orientation Committee, was initiated with the fall 1988 term. This program consists of several components, some of which will continue throughout the academic year. Evaluation of the five-day pre-service program by the new faculty was overwhelmingly positive and indicated that the orientation goals are well on their way to being met.

RATIONALE 7:

Because of the success experienced to date with the pre-service orientation week, the committee believes that this is a highly successful and appropriate way to introduce increasing numbers of new faculty into Miami-Dade.

RECOMMENDATION 7a: All new full time faculty, regardless of experience or previous association with the College, should participate in a formal orientation program and be compensated for time in excess of contractual expectations.

RECOMMENDATION 7b: The New Faculty Orientation Committee, composed of staff development directors from each campus and a representative from Human Resources, should assume responsibility for planning, conducting, evaluating and modifying the new faculty orientation program. The chairmanship of this committee should rotate among campus members.

RATIONALE 8:

In addition to receiving introductory information about the College, its campuses, leadership, and employment benefits, new faculty need time to integrate this knowledge with their experiences at Miami-Dade. New faculty also need to feel welcome, to develop collegial relationships and a sense of belonging, and to identify with the college and its faculty.

RECOMMENDATION 8a: The New Faculty Orientation Program should consist of the following components:

- An annual pre-service orientation which includes information about the College, campus and department, the teaching/learning environment and departmental expectations of faculty

- Monthly campus meetings which allow for discussion and incrementally introduce new information about the College services and the teaching/learning process; duration is for the first two major terms of employment

- A process whereby faculty mentors are selected, trained and assigned to new faculty to provide

day-to-day support during the initial calendar year of employment

- Opportunities to participate in additional staff development activities

RECOMMENDATION 8b: The faculty orientation process should be described and instituted as a College policy with corresponding procedural guidelines.

RATIONALE 9:

Approximately twenty percent of new full time faculty are appointed and begin employment at the College in January rather than at the start of the academic year. These faculty obviously have the same needs for orientation as those beginning employment in August, and should be provided with the same resources and support. Those faculty hired in January 1988, who participated in the August orientation program found this experience informative and meaningful.

RECOMMENDATION 9: Faculty appointed for the winter or spring/summer terms should participate in a modified orientation program which includes assignment of a mentor, a campus orientation, participation in monthly campus meetings, a meeting with Human Resources staff focusing on College benefits, and an invitation to participate in the pre-service program offered in August.

RATIONALE 10:

In the recent history of the College, a Collegewide faculty handbook has not existed, and individual campuses have varied in their ability to maintain an updated campus version. Knowledge of the College, as well as of the campuses, enables faculty to perform their responsibilities in a more effective manner. Readily accessible information about the total institution as well as its campuses and service units is essential for faculty.

A faculty handbook was developed for use in the fall and winter 1988-89 orientation programs. All faculty throughout the College received t is handbook.

RECOMMENDATION 10: The College Faculty Handbook shall be updated annually as a source of current information to be used by new faculty during the orientation program. Part of the new faculty orientation budget needs to be allocated to cover all handbook expenses including revisions.

RATIONALE 11:

The survey of new faculty conducted during the fall 1987 term included questions about sources of satisfaction, skill and knowledge development, sources of stress, and reaction to teaching load.

Responses to these questions followed definite patterns. Sixty percent of the respondents stated that their interactions and experiences with students provided them with the most professional satisfaction, and almost half indicated they wanted to learn more about teaching and learning strategies. The most frequent stressor was identified as class load (class size and number of preparations) with sixty-four percent responding that the teaching load was "overwhelming," "excessive," "astonishing," or "heavy." These survey results have been reinforced by conversations with new and experienced faculty who recall their "early days" at Miami-Dade Community College.

RECOMMENDATION 11: Every effort should be made to assign the minimum number of preparations to new faculty. In those department where possible, there should be a limit of two preparations. Departmental managers should assure that class schedules are determined with consideration of all faculty.

RATIONALE 12:

New faculty come to the College with varying experiences, skills, and knowledge. Some are experienced educators; others have never been in a classroom in the role of instructor. Approximately half can be expected to have had previous employment experience at the College; some are from other areas of the country. This diversity and the fact that faculty are appointed to their positions at different times during the year mandate that the College provide resources for individualized development, guidance, and support.

RECOMMENDATION 12: A Teaching/Learning Resource Center, located on each campus and staffed by at least one individual, should have resources and materials relevant to the orientation of new faculty and their continuing development during the pre-continuing contract period of employment. Strategies to help faculty meet performance expectations and assist with professional development are examples of the help that should be available.

SUPPORT MATERIALS
FOR RECOMMENDATIONS

(Proposed guidelines per recommendation 1b, page 2)

RECRUITMENT PROCEDURE GUIDELINES

PURPOSE

To develop adequate pools of qualified faculty applicants which include minority representation in proportion to availability in the labor market.

GUIDELINES

The hiring administrator, Recruitment Coordinator, and the Director of Equal Opportunity Programs shall form a collaborative group.

The collaborative group shall formulate a written recruitment strategy for each position or groups of positions. This strategy shall include an agreement regarding areas of responsibility and assignment of faculty and other professional staff to specific recruitment tasks. A committee may be appointed to participate in the search process as well as in the screening process. Those participating in recruitment and search activities will report to a designated member of the collaborative group. The recruitment strategy shall include consideration of the following:

I. Sources of potential faculty

- A. Professional organizations
- B. Graduate schools
- C. Local school systems
- D. Part-time employees
- E. Full-time employees eligible for promotion
- F. Business and industry
- G. City, county, and state governments
- H. Placement services
- I. Colleges and universities

II. Communication methods

- A. Formal methods
  1. Print ads (including national and local publications targeted toward minority readership)
  2. Mailings
  3. Conference booths/contacts
  4. Recruitment visits
- B. Informal methods
  1. Personal contact
  2. Professional contacts

(Proposed position description per recommendation 1a, page 2)

RECRUITMENT COORDINATOR

The Recruitment Coordinator has primary responsibility for facilitating and coordinating institutional faculty and staff recruitment. The Recruitment Coordinator, in collaboration with the Director of Equal Opportunity Programs and college administrators, develops an annual college-wide recruitment plan. The Recruitment Coordinator serves as a resource for administrators on all campuses in the development of specific recruitment strategies on a position by position basis. The Recruitment Coordinator serves as college liaison with national and local professional groups, community groups, colleges and universities, local school systems and serves as a primary contact for those seeking employment with Miami-Dade Community College.

Additional responsibilities include:

-Development of recruitment films, brochures, position announcements, ad campaigns and advertising
-Identification of recruitment sources
-Evaluation of recruitment strategies and allocation of resources
-Management of the recruitment budget
-Traveling on behalf of the college

Qualifications:

-Commitment to equal opportunity mission and goals
-Oral and written communication skills, including public speaking
-Ability to manage fiscal and human resources
-Knowledge of state and federal employment legislation

Requirements:

-Master's degree and 2 years of professional experience related to position responsibilities
-Preference will be given to candidates with recruitment experience

III. Establishment of timetables within calendar guidelines

A. Dates of position announcements
B. Dates of advertising
C. Dates of miscellaneous recruitment activities
   1. Personal contacts
   2. Conference and seminar recruitment
   3. Business, industry, government visitations
D. Application deadlines

PROPOSED RECRUITMENT CALENDAR GUIDELINES

The dates on this calendar are intended to be the optimum dates by which specific recruitment activities should be completed for an effective recruitment effort to occur. Completion may occur before these dates, and because of the academic calendar, this may be advantageous.

The ending dates for specific recruitment activities should be jointly established by the hiring administrator and the Recruitment Coordinator on a position-by-position basis. Some activities will occur simultaneously, and this is graphically illustrated on the attached charts, Appendix D.

FALL TERM HIRING CYCLE:

Recommended Deadline	Description of Activity
October 15	Campuses complete enrollment analysis and project staffing needs for next academic year.
October 16	Campuses forward enrollment projections and faculty staffing needs to Business Affairs.
December 1	Campuses, Human Resources, and Business Affairs complete review usage of existing lines, anticipated vacancies and real vacancies on a discipline by discipline and line by line basis.
December 10	Hiring departments conclude communication of position specifications to Human Resources (Form P-26 completed by hiring department).
January 15	Recruitment Coordinator, Director of Equal Opportunity Programs, and hiring administrator reach final agreement on a written recruitment plan position by position (or by groups of positions). This plan identifies the types of recruitment activities most effective in each situation, the personnel that should carry out those activities, and the content and target of any advertising.

February 1	Advertising, announcements, and recruitment brochures (as applicable) completed by Human Resources.
February 15	Advertising and announcements occur.
March 1	Screening Committees are appointed and begin their activities.
March 15	Campuses and departments make final determinations on number of fall term vacancies.
March 31	The hiring administrator, Recruitment Coordinator and the Director of Equal Opportunity Programs review the composition of applicant pools as to the qualifications of the applicants and the adequacy of minority representation based on available data supplied by the Department of Labor and other recognized sources.
April 5	Positions for which applicant pools are inadequate are reannounced.
May 15	Last day to apply for fall term vacancies.
June 15	Screening Committees forward names and credentials of recommended candidates through campus administrative channels.
June 30	Vice Presidents forward nominations of new faculty to Human Resources.
July 30	Campus Vice Presidents forward late fall term nominations to Human Resources.
August 17-20 (variable)	New faculty report for orientation.

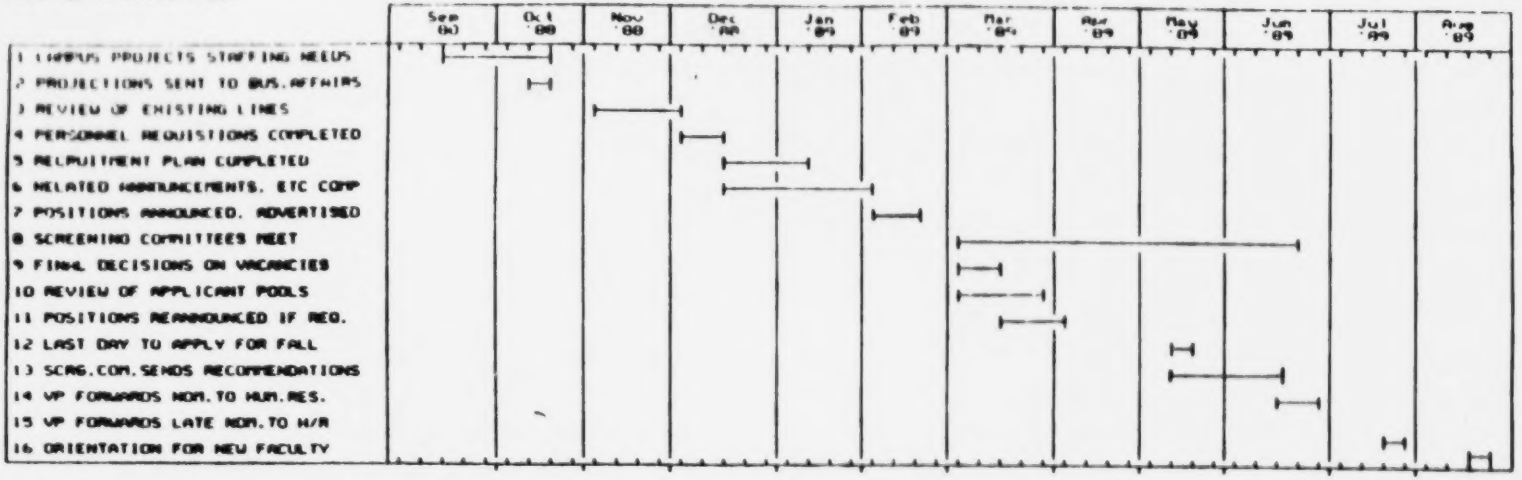
WINTER TERM HIRING CYCLE

Recommended deadline	Description of Activity
July 1	Campuses conclude identification of winter term vacancies
July 15	Hiring departments forward winter term vacancy position specifications to Human Resources (Form P-26).

August 1	Recruitment Coordinator, Director of Equal Opportunities Programs, and hiring administrator agree on a written recruitment plan.
August 20	Advertising, announcement, and recruitment brochures completed by Human Resources.
September 10	Advertising and announcements occur.
September 30	Screening Committees are appointed and begin their activities.
October 15	The Hiring Administrator, Recruitment Coordinator and the Director of Equal Opportunity Programs complete the review of the adequacy of applicant pools.
October 20	Positions for which applicant pools are inadequate are reannounced.
November 15	Last day to apply for winter term vacancies.
December 1	Screening Committees forward names and credentials of recommended candidates through campus administrative channels.
December 10	Vice Presidents forward nominations of new faculty to Human Resources.
January	New faculty report for winter term.

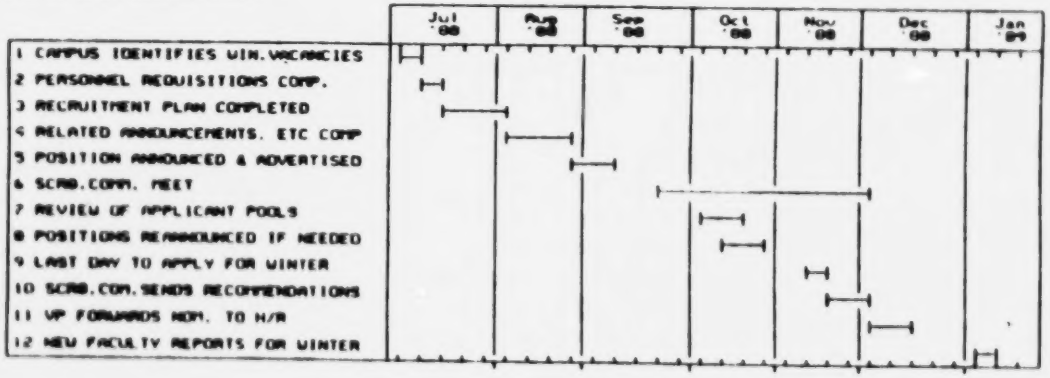
RECRUITMENT CALENDAR

FALL TERM HIRING CYCLE



RECRUITMENT CALENDAR

WINTER TERM HIRING CYCLE



(Reference: Recommendations on Orientation, page 8 and following)

EVALUATION SUMMARY OF THE PRE-SERVICE ORIENTATION WEEK

The Pre-Service Orientation Week was a smashing success with all goals being met in a very positive way. Speakers and information were very well received; new faculty felt welcome and developed a sense of identity with Miami-Dade. The enthusiasm of the faculty, the staff and the administrators from the college who participated in a variety of ways in the orientation program was contagious.

Evaluations of the nineteen sessions that comprised the college-wide program were very positive. Each session was evaluated for: Clarity, Enough Time, Presenter, and Topic Importance on a 5 point scale with 5 being the highest rating. Ranges of summary evaluations for all sessions are included below.

Category	Range	Comment
1. Clarity	4.3 - 5.0	Twelve of the sessions were rated a 4.7 or higher
2. Enough Time	4.2 - 5.0	Discussion time needs to be built in
3. Presenter	4.1 - 5.0	Twelve presenters were rated 4.7 or higher
4. Topic Importance	4.2 - 5.00	Twelve sessions had a topic importance rating of 4.7 or higher

The twelve sessions referred to in the comments section are not the same for items 1-4. Actually sixteen of the sessions were rated 4.7 or higher in at least one of the evaluation categories. The low end of the ranges represented are positive ratings as well.

Evaluations of the campus based day and the two days spent with mentors were also very positive.

Three narrative comments from the participants follow to give a flavor of the affective impact of the program:

"This orientation program was excellent! Should be done every year - (twice a year is not required) 1. Once a year might keep administrators committed to appearing and speaking. 2) I started in January - most of information imparted was new anyway. The most important aspect of this orientation for me was a sense of pride, and belonging, to a progressive, excellent - oriented school - good job!"

"Orientation program very positive and uplifting. It was well organized and a good use of time. The values of M-DCC came through loud and clear! The information given was relevant and for the most part very essential for a new faculty member. Well done!"

"I appreciated and found this orientation to be one of the best I have ever attended. It was well organized and very informative. I feel a mini version of this orientation should be offered to present employees. In talking with other faculty members it seems it would be appreciated. Continue to offer this orientation to new faculty. It creates a feeling of belonging and decreases anxiety. It also makes one aware of M-DCC as a college.

A few changes will be made in formatting the schedule next year but essentially the week of pre-service orientation was effective and should be maintained as part of the New Faculty Orientation Program. Changes include:

1. Building in more discussion time
2. Incorporating a session on faculty presenting to new faculty on what it's like to be a faculty member at M-DCC
3. Moving some sessions around for better balance in the schedule
4. Modifying the seating arrangement to accommodate exchange among the participants

The orientation film is being revised to show more faculty and students and to be more upbeat.

The Faculty Handbooks used for the New Faculty Orientation Week were xeroxed copies. Because any publication process is so lengthy, we need to assure that handbook revisions for next year are begun on a timely basis. The responsibility for revising the Faculty Handbook on an annual basis should be lodged with the New Faculty Handbook Committee. Budget to support this effort should go with the responsibility. Campus personnel used in this year's development of the handbook would still be needed to actually perform the revision.

(Per recommendation 8a, page 9)

ON-GOING ORIENTATION PROGRAM

FOR FALL AND WINTER TERMS

As part of the ongoing orientation for new faculty, two hour orientation sessions are conducted once a month throughout Fall and Winter Terms. The following topics are addressed in an order to be determined by each campus. Campus SPD Directors are responsible for the monthly orientation sessions. The purpose of these on-going sessions is to provide information on processes, services and resources of the college and campus. The monthly schedule is designed to avoid information overload.

LEARNING RESOURCES
- Audiovisual Services
- Library

ACADEMIC COMPUTING
- Academic Computing on Campus
- ITC
- RSVP, Camelot
- TEST Banque

CAMPUS PROCEDURES
- Telephone
- Security
- Mailroom
- Duplicating
- Emergency Procedures

SHARED GOVERNANCE
- Faculty Senate, Consortium, I-80
- Campus Committees

GROWTH AND DEVELOPMENT OPPORTUNITIES
- FSPD
- Travel
- Wellness
- Shared Revenues
- Master Teacher Seminar
- Fulbright Exchange

DEALING WITH THE DIFFICULT CLIENT

ACADEMIC ADVISEMENT TRAINING
- Procedures
- Information

SPECIAL PROGRAMS FOR RECRUITMENT AND RETENTION OF BLACK STUDENTS

CAMPUS LINKS TO BUSINESS AND INDUSTRY
- Occupational Education Division
- CPD/CBI

GRANTS
- Development Opportunities
- Wolfson Grants

CAMPUS/COLLEGE EVENTS
- Black Heritage Week
- Hispanic Heritage Week
- Women's Week
- Other

OUTREACH, CONTINUING EDUCATION AND COMMUNITY SERVICES

CUSTOMER SERVICE

COLLEGE CURRICULUM
- General Education
- New Course Development
- Course Revision

Additional sessions may be provided based on the needs/requests of the participants.

THE FACULTY MENTOR PROGRAM

Since this is the first year for faculty mentors working with new faculty, the guidelines, expectations and recommendations contained herein may be modified for future years after an analysis of the effectiveness of the program is completed.

MENTOR ROLE

The New Faculty Subcommittee of the Teaching/Learning Project through its research findings recommended a mentoring program as part of the Orientation Program for New Faculty and identified the following role expectations of the mentor:

Mentors are expected to:

- Review course objectives & department information on courses (Syllabus, Handouts, Test Bank)
- Review teaching strategies for specific units
- Invite new faculty member to sit in on student advisement sessions
- Provide orientation to surroundings (on and off campus based on responsibilities)
- Provide "Helpful Hints" that make daily activities go smoothly
- Help new faculty anticipate problem areas
- Have lunch with the new faculty member
- Be comprehensive resource on curriculum planning, presentations, class management, student motivation, and student evaluation
- Accompany new faculty member to Faculty Senate meeting
- Schedule meeting with new faculty member on weekly basis (1 hr)
- Contact faculty in department to encourage them to invite new faculty member to sit in on their classes
- Complete training on classroom observation and be available to sit in on new faculty member's classes and give feedback to faculty member (focus on content and teaching style & strategies)
- Personally introduce the new faculty member to all other department members and to key resource/service personnel on campus
- Provide advice, direction and encouragement
- Attend reception for new faculty and introduce new faculty member to those attending
- Look for all opportunities to make the new faculty member feel welcome.

MENTOR SELECTION

To address the selection of mentors and their training, the New Faculty Orientation Committee requested that the Academic Deans on each campus appoint two chairpersons to meet with them. This group endorsed the role expectations as developed by the New Faculty Subcommittee. The group reached consensus on the following aspects of the nature of the relationships between the chairperson and the mentor.

1. Presume that the mentor is a faculty member in the department.

2. Chairpersons and mentors will go through the mentor training together.

3. The mentor role is developmental and in no way evaluative.

The group also identified the following qualities that would be desirable for mentors to have.

- Willingness to be a mentor
- Nominated
- Experience in the college
- Current knowledge in subject area
- Personal warmth
- Empathy
- Excellence in working with students
- Good communication
- Flexible
- Resourceful
- Good sense of humor
- Ability to listen
- Available

Faculty selected as mentors should be able to meet all role expectations and should possess the identified qualities. Additionally, mentors should be desirable role models for out of class activities as well as their teaching competence. Those selected as mentors should take their advisement and recruitment responsibilities seriously. They should be faculty who make it a point to meet with their students outside of class. They should also be faculty who represent the college in the community and in professional organizations. The Associate Dean and Dean should approve the chairperson's mentor selection. Chairpersons should not serve as mentors. If there is a two person department, the mentor will need to be selected from outside of the department.

Based on current questions from the Faculty Senate and from faculty and administrators on campuses, the mentor selection process for 88-1 new faculty hires did not have as much publicity as we would like it to have in the future. Chairpersons must assure that all faculty in their departments are aware of the potential opportunity to become mentors. Selected mentors need to be endorsed by the administrative line for agreement that those best qualified to serve as mentors are selected.

TRAINING

The campus chairpersons and the New Faculty Orientation Committee also determined that all mentors should complete a training program focusing on the helping relationship. Training would also focus on clarifying the specific relationships between the mentor and the new faculty member and the mentor and the chairperson that go beyond what is already specified. Additional training would also be necessary for those mentors doing classroom observations.

PAYMENT

A flat fee amount of $800.00 was determined as payment for mentors. This payment is designated to recognize and reward mentors for forfeiting two non-duty days to meet with new faculty, for completing the mentor training and for being a mentor. In no way was the amount set on a per hour basis but rather to acknowledge the commitment and contribution being made.

Payments of $400.00 will be made in December and in April. Mentors are designated in their roles for one year.

MENTOR ASSIGNMENT

The committee anticipated that many of the college's new faculty would have had prior experience with Miami-Dade as part time faculty. Additionally, the committee knew that some new faculty would arrive with rich backgrounds in college teaching and working with students. The committee determined however, that every new faculty should be assigned a mentor and that mentors should not be assigned more than one faculty member.

EVALUATION

Evaluation of the mentor program will be part of the entire New Faculty Orientation Program evaluation. Evaluation of the program will be coordinated by Institutional Research through the New Faculty Orientation Committee. Feedback will be elicited from new faculty, Chairpersons, and mentors for this evaluation. Based on the results of the evaluation, the committee may recommend changes in the program for subsequent years.

Evaluation of individual mentors will not be part of the Faculty Mentor Program evaluation. Because of a concern raised by the Faculty Senate that likened the evaluation of mentors to the evaluation of faculty, that aspect has been referred to the Teaching/Learning Subcommittee on Faculty Advancement.

(Per recommendation 9, page 10)

ORIENTATION FOR JANUARY HIRES

The committee explored a variety of options for conducting an Orientation Program for new faculty hired in January, and each option appears to have drawbacks. Our recommendation is to go with what appears to be the best option which includes the following:

1. Faculty will be oriented on their home campuses the day that faculty report.
2. Mentors will be assigned to work with them.
3. Faculty will begin participating in the ongoing monthly campus orientation sessions (Chairs should avoid schedule conflicts).
4. A session on the benefits packages will be held for all new college faculty on Friday afternoon of the first week back.
5. New Faculty will be encouraged to attend the Pre-Service Orientation Week during August.

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES

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